

Halesowen CE Primary School
Curriculum overview



Year 4- Summer

TERM	Science	HISTORY	GEOGRAPHY	ART	DT	MUSIC	PE	RE	Comp
Summer	<p>Sound (music) Living things/habitats</p>	<p>A local history study</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change,</p>	<p>Locational knowledge</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <p>Human and physical geography</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including sculpture with a range of materials about</p> <p>Learn about great artists, architects and designers in history.</p> <p>Stain glass windows</p>	<p>Design a catapult</p> <p><u>Design</u> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make</u> select from and use a</p>	<p>Improvise and compose music for a range of purposes using inter-related dimensions of music</p>	<p>Swimming- all term</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations.</p> <p>Athletics</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>See RE overview</p>	<p>See Computing on Rising Stars</p>

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		<p>cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of</p>	<p>including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <p>Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>		<p>wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><u>Evaluate</u> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p>		<p>use running, jumping, throwing and catching in isolation and in combination</p>		
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Examples (non-statutory)

This could include:

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